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ABSTRACT

The first full year of the Wyoming Indian High School at Ethete is evaluated in this report which presents area recommendations calling for programs and/or adjustments as follows: (1) Goals and Objectives (needs assessment and community involvement in school philosophy); (2) Cultural Awareness (student enrollment; Native art and the Traditional Club; community resource people; language/culture approach); (3) Board of Trustees (policy development and adoption; administrative clarifications; operations streamlined; in-service training); (4) Administrative Team (job descriptions and public relations program); (5) Professional Staff (qualifications; orientation and continuous in-service programs; faculty-community involvement; turnover; staff utilization); (6) Students (attendance policy and student information accuracy); (7) Guidance Services (information needs and record design and maintenance; testing; group counseling; home-school coordinators); (8) School Program (traditional and performance based diplomas; performance objectives; criterion referenced tests; educational standards; on-going curriculum development; special education, remedial, testing, cooperative, adult education programs); (9) Facilities (gym wiring and furnace); (10) Student Activities; (11) Auxiliary Services; (12) General Recommendations (equipment and supply inventory; accreditation efforts; reorganization). (JC)

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EVALUATION REPORT

WYOMING INDIAN HIGH SCHOOL

ETHETE, WYOMING

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INTRODUCTION

The Wyoming Indian High School at Ethete, Wyoming came into being in December, 1971, after more than a year of discussion between the Wind River Education Association and various area and central office officials of the Bureau of Indian Affairs. This marks the first complete school year for the high school and the comprehensive program review and evaluation was conducted noting the brief one-year existence as a factor in the development of the school and its accompanying program.

On April 24, members of the evaluation team, Dr. Paul Strelff (Division of Evaluation and Program Review), Vergie Belgarde (Bureau of Indian Affairs), and Dr. James Andersen (Office of School Services, University of Wyoming) serving as the mutually agreed upon third party, met with Mr. Richard Mutterer (Education Director of WIHS) to review plans for the evaluation and to discuss progress made toward meeting suggested goals established at the time of the last review. Mr. Alfred Redman (Director of WIHS) joined the evaluation team on the second day of the review.

The evaluation team visited with students, faculty, service personnel, board members, parents, and administrators during the visit to Ethete. They, then met in the evening to review, synthesize, make tentative judgments based on the day's observation.

On April 26, 1973, Mr. Carl Vance, Area Director of Schools for the BIA (Billings Area Office) and the contracting officer's representative, visited the school and participated in the team's debriefing session.

Goals and Objectives

The philosophy of a school is the framework of basic principles of education that express the community's and staff's convictions on such essential points as the scope of the school's responsibility for the education of youth, the characteristics and needs of the students whom it seeks to serve, the content and methods of instruction, desirable types of student activities, and outcomes to be attained. If the philosophy and objectives are to be functional, all members of the staff and members of the community should participate in their development. A school should involve students and patrons in the development of the school's philosophy and objectives. The objectives of the school should be specific aims stated in harmony with the school's philosophy. They are guidelines for the school's future.

A philosophy has been developed for the Wind River Indian Education Association for inclusion in its policies and procedures manual and can serve as a basis for future direction. The statement should be reviewed by board members, the professional staff, and members of the community to secure their reaction and input. Changes, as required, should be made and the philosophy should then be adopted by the board as a guidepost to provide direction for the entire school. Community involvement is essential in the development of the philosophy.

A copy of the proposed philosophy is attached to this report as Appendix A.

At the time of the previous evaluation (May, 1972), the evaluation team, with the cooperation of members of the Wind River Education Association board, arrived at three goals which seemed to represent the desires of the associations. Those goals were:

1. Establishment of a high school under Indian control.
2. Preservation of the culture and development of cultural awareness, identity, and skills.
3. Increased student preparation for his choice of life styles.

The first and most important goal was the establishment of a high school under Indian control. This objective was met with the opening of the Wyoming Indian High School at Ethete, Wyoming. The school operates with a 10-member board that assures Indians of complete control of their educational program.

The establishment of a school under Indian control requires adequate funding, students, a physical plant, and accreditation by some educational agency. Each of these goals has been pursued by WREA with varying degrees of success. A further discussion of these goals is contained in later sections of this report.

The development of cultural awareness, identity, and skills was listed as a second goal. The importance of this goal stems from the conviction that schools should not conflict with their Indian cultures; that schools should make Indians proud of their heritage and therefore secure in their identity; that a student should not think that an education for modern society means he must become less an Indian. The development of a cultural identity in the Wyoming Indian High School students may also mean that those students are more likely to use their education to benefit their Wind River society.

Among the more specific goals in the area of cultural awareness, identity, and skills are: that students will have verbal competency in their native language; that students will have knowledge of Indian and tribal history, government, and social patterns; and that students will have an understanding of native art, whether indicated by production or appreciation of that art. Another aspect of the goal is that the

community will express an interest in the preservation of their culture by aiding the school in cultural activities and by becoming involved in school activities and school policy making.

This goal has been only partially met. The school has established an Indian Culture and Government class which also includes instruction in both the Arapahoe and Shoshone language. Approximately one-half of the student body is enrolled in this program. The remaining 50% are not being reached through this effort. There is some evidence of community members being used as resource people in the classes being taught. While some attempt is made to use community resource people, far greater use of these people could be made to enrich the instructional program in Indian Culture and Government. They are too valuable a resource to be left unasked and consequently, unused.

The Traditional Club, which functions as a co-curricular activity of the Indian Culture and Government class, and is open to any student, helps to meet the goal of cultural pride and awareness. Members of the club have been asked to perform native American dances, together with an explanation of the meaning of the dances, for school children as far away as Denver. They also become involved in the life of the community by sponsoring competitive Indian dances which are open to all members of the community.

If cultural awareness, identity, and skills are to remain one of the major goals of the school, then steps must be taken to: (1) involve a greater number of students in the Indian Culture and Government class; (2) provide additional opportunity for greater understanding and appreciation of native art through both the art class and the culture class; (3) strengthen the Traditional Club and its activities;

(4) involve additional community resource people in the presentation of material to students; (5) continued use of the combined language, culture, government approach to the class. This teaching method has much to recommend it.

The third goal of the WREA was to give students an education which will enable them to have a wide range of choices after graduation from high school--work on the reservation, work away from the reservation, college, or other training. The academic program in the high school must be good enough to qualify students for transfer to other schools or entry into college. The vocational program must be such that those student not intending to go to college will have skills to support themselves and not become a burden on their tribe.

There is some evidence that this goal is being partially met. For example, transfer of credit between Wyoming Indian High School and the other high schools in the county has become a reality. There will be a further discussion of the academic program under the curriculum section of this report.

Thus far, the report has concerned itself with an examination of philosophy, goals, and objectives, with a side trip and appraisal into the cultural awareness area. It is now time to make a major recommendation dealing with this particular section of the report.

A comprehensive educational needs assessment should be conducted. The assessment should provide consideration of printed questions concerning the direction, scope, and processes of the educational program. A program designed to assess the needs of the school should involve massive input from members of the community.

Sources of help in designing a needs assessment program might be the BIA offices in Albuquerque or Billings or the University of Wyoming.

However, it should be stressed that these are only sources of help and that any needs assessment should be done locally by local people.

Efforts should be made to constantly keep the school's philosophy and objectives up-to-date. This instrument is the heart of all decision making and should have input from many people if it is to remain a viable tool for the continued good health of the school.

ADMINISTRATION

The Wyoming Indian High School is governed by a board of trustees consisting of 10 members elected from the membership of the Wind River Education Association. The board, in turn, has employed a project director and a director of education to oversee the day-to-day operation of the school.

A board of trustees is responsible for the direction and quality of the school. It typically fulfills this function by making general policy decisions and financial decisions, and delegating more specific decisions to the school administrator whom it has hired for that purpose. It also serves an ongoing evaluation function for all aspects of school activities, making recommendations through the school administrator.

Many questions of major significance must be answered by the board of trustees within the very near future. The first and foremost concern must be the clarification of the roles of the project director and the director of education. Both men, currently holding these positions, are capable and with excellent futures in education. However, if they are to function in the school system their roles must be well defined. This may well be the board's number one priority.

If a board is to function smoothly and if decisions are to be

reached in a fair and reasonable manner with any degree of consistency, and if the school's administrators are to have any basis for making decisions with any assurance of school board support, then a set of up-to-date school board policies is imperative. The Wyoming Indian High School cannot long operate with any degree of certainly without them.

A complete set of policies should be developed and adopted by the board of trustees no later than the opening of the fall term. Administrative regulations, where applicable, should follow this action with some dispatch.

One of the difficulties in the operation of a school board is that of having a quorum present. This is especially true where the board is large in number. One of the other disadvantages of a large board is the excessive amount of time necessary to conduct business. Relief from this problem may be found in one of four way: (1) reduce the size of the board, retaining only interested active members; or (2) replace the disinterested members; or (3) institute a system of functional sub-committees composed of interested members; or (4) use some combination of the first three suggestions.

Because being a school board member is not an easy task nor is it one that should be learned through "on the job training," members of the board of trustees should take advantage of every opportunity to become familiar with school board members' duties, responsibilities, and functions. Since the board of trustees has become a member of the Wyoming School Boards Association, efforts should be made to take advantage of some of the workshops that are provided by that organization. It is possible to receive specialized in-service training that will assist the board in becoming a dynamic decision making body. Do

everything that can be done to become the best prepared board members in the state.

The administrator of the school should provide educational leadership in interactions with staff and students; he should have management skills to deal with a varied community of people; he should assign tasks and ensure their completion; and he should work with the board to implement its policy decisions; and he must have the skills and knowledge to improve the quality of education in his school by developing curriculum and hiring qualified personnel.

The board of trustees has opted for a team approach to the administration of Wyoming Indian High School. A program director to oversee the day-to-day operation of the school and a director of education to manage educational programs have been employed and serve as the administrative team.

While this approach to administration is admittedly unique, it is not an impossible arrangement. In fact, if offers some promise as a means for achieving on the original goals established earlier. In order to be successful, the plan needs all the help it can receive. Teachers need to know whom to approach for answers to certain questions and whom to contact for other decisions. The board of trustees must know who they may hold responsible for seeing to it that their policies are put into practice. Parents need to know who to see about problems they may have. Equally important, students need to know who is responsible for maintaining order, arranging trips, and answering other questions that may arise. Without a clear dilineation of duties and responsibilities both administrators run the risk of being played one against the other by nearly everyone they deal with. The board may find it difficult to fix responsibility, staff members may have

problems in knowing whom to turn to for help, parents may not know whom to go to for answers to questions they may have and consequently may not ask the question, and students may not know to whom they may turn for assistance.

While some attempt has been made to differentiate job responsibilities, as evidenced by the job responsibility check list, the fact that some areas are not checked or that other areas indicate that both administrators are responsible for action or decision making adds urgency to the need to clarify the roles of the two administrators. Time spent in this activity would be time well spent.

As a first step in resolving this dilemma, it is recommended that detailed job descriptions be developed for both the position of project director and the director of education. These should be developed in sufficient detail so that they eliminate any doubt as to who is responsible and for what. If there are areas of shared responsibility, the job description should specify how that responsibility will be shared.

The job responsibility check list (attached as Appendix B) might provide a frame of reference for developing job descriptions. Once developed, the descriptions should be reviewed and approved by the board of trustees. This step will help assure understanding of the roles in the minds of board members and also clarify the areas of responsibility for the members of the administrative team.

Since the administrative team approach is unique, it becomes increasingly important that more detail be included in the job descriptions than is normally found in such documents. The instruments must, of necessity, be prepared jointly and with great care.

One of the problems facing very nearly school in the nation is

that of keeping all its constituents informed of the activities, programs, and personalities found in the school. Wyoming Indian High School has not escaped this malady.

Informing the school's many publics is a never-ending task that must be carried out as part of a well organized plan. The need is greater for Wyoming Indian High School since it is a new institution competing with the public schools and BIA boarding schools for students and, at the same time, attempting to establish credibility, as a viable institution, with the constituency they seek to serve.

Consideration should be given to bringing small groups to school for discussions with faculty and administrators. Another technique, in addition to newspaper, radio, newsletter, or personal visit, might be stationing of people in the community to gather information, provide input from the school, and serve as communications facilitators.

Someone must be made responsible for organizing, implementing, and evaluating a first class public relations program. The responsibility for informing the community of the high school's accomplishments and achievements must not be relegated to a position of low priority. Quite the contrary, it should receive some attention when drafting job descriptions for members of the administrative team and then action should be taken to initiate an information program.

PROFESSIONAL STAFF

Wyoming Indian High School has employed an extremely competent and well qualified professional staff. This dedicated group consists of ten classroom teachers, one counselor, and two administrators.

Of the thirteen members of the faculty, ten have at least a BA degree and possess certificates issued by the Wyoming State Department of Education. At least two have master's degrees. Four members

of the faculty are native Americans representing nearly 31% of the teaching staff, but not approaching a self-selected goal of from 60 to 70 percent native American teachers.

Faculty morale remains high despite the fact that teachers have been teaching under somewhat adverse conditions. Buildings are old and difficult to heat, the winter has been extremely harsh with abnormally cold weather and a long period of snow and mud, classrooms are separated by some distance and have some inadequacies in terms of heat, light, size, and adaptability.

In spite of these handicaps, teachers have developed an esprit de corps that is reminiscent of a crusader's zeal. They have been caught up in the excitement of a new experiment in education and have been truly dedicated to making Wyoming Indian High School succeed.

Two faculty members will not be returning to Ethete next year and the figure may reach as high as five non-returnees. Even though these people will be leaving the system, there is no indication that they have reduced their efforts as so often happens when a teacher decides to leave a community or school. They continue to exhibit the same high professional standards of excellence displayed by other faculty members.

The entire faculty is to be commended.

Wyoming Indian High School has indeed been fortunate to have such qualified and dedicated teachers. Since the most important part of a school is its teaching staff, the replacement of teachers leaving the system and the addition of new faculty members must be done with the utmost care. The bringing together of an outstanding faculty does not come about by chance, but rather is the result of diligent effort and constant, consistent effort.

The administrative team must seek teachers with positive attitudes,

a willingness to gear their geaching to the level and interests of students, and who will measure student progress by assessing the student's achievement against his own record rather than against some external standard.

Close attention must be given to the question of qualifications of teacners to be hired. In addition to subject matter qualifications, there are the characteristics of amiability, flexibility, willingness to work in somewhat meager surroundings with a wide variety of students and student abilities; leadership qualities; ethnic background; stability and physical health; and certification. Perhaps most important is the matter of empathy for students. Every successful teacher must possess this quality to relate to students.

The employment of a quality staff will not insure a quality program. Additional steps must be taken to assure success. At least four activities are recommended to improve the chances of successful teaching programs.

First, every faculty member, both old and new, should be involved in a strong orientation program. The orientation should include as much background on the school and community as is possible. It should provide information on the organization and operation of the school. Every teacher should have as much information and help as can be provided to improve the chances of a successful teaching experience. An initial step should be a strong, well organized orientation program.

A second step designed to improve the chances for success would be an organized and planned series of in-service programs designed to acquaint teachers with Indian history, culture, and some of the learning problems of Indian students. Help should be provided in these workshops that will assist the teacher in adopting his or her teaching

methods to the student.

If the teacher hopes to be successful he or she must become involved in the life of the community. Attendance at all school activities is imperative. It would also be advisable for teachers to attend pow wows, Indian dances, and other activities held on the reservation. They must become intimately acquainted with Indian people and Indian ways if they are to relate to Indian students.

Efforts must be made to establish some stability in the faculty. Turnover should be reduced and excellent faculty retained. This action will provide increased security for students and reduce some of the workload and strain on administrators. It also has a reassuring effect on patrons of the school.

This is not to suggest that the school should retain every teacher it employs in the interest of harmony and tranquility. The need to replace poor quality teaching is self-evident. Poor teaching should not be tolerated. The real effort should be made to employ the best quality teacher initially and then to retain that quality.

STUDENTS

When the Wyoming Indian High School first opened its doors, the objective was to provide for the education of Indian students who had been dropouts from local high schools or BIA boarding schools or students who had failed to enroll in any school during the past year. This high risk student comprised the bulk of the student population during the first half-year of operation.

When the high school began its operation for the 1972-73 school year a new kind of student appeared on the scene. That student was the pupil who preferred an Indian controlled school on the reservation. They were the students who had not expereinced failure in the local

school and were more attuned to the traditional educational program. Essentially, they constituted the incoming freshman class.

The student body consists of 96 students divided into two distinct groups--the high risk student and the typical academic student. As might be expected, with a student boy of this size, there exists a wide range of abilities and interests.

Another factor contributing to the dilemma of the administrators and faculty of the school is an age differential of nine years within the student body. The youngest enrolled student is 14 while the eldest is 23. This range of maturity presents problems not found in most high schools and calls for a wide range of educational options for students.

A recent survey to provide backup information for a Title I grant revealed that 89 students, out of the total student body of 96, were in need of some additional developmental reading instruction. This factor has additional implications for teaching and program organization.

Attendance continues to be a problem. Wyoming Indian High School projected an enrollment of 146 students for the 1972-73 school year. Ninety-six students were reportedly enrolled at the time of the evaluation.

At the time the 1972 evaluation was conducted, the visiting team recommended action that would clarify the attendance problem. At that time it was difficult to determine how many students were actually in attendance. There were no guidelines to indicate what constitutes enrollment, or when a student has dropped out of Wyoming Indian High School. Further, there were no guidelines as to what constitutes attendance on a given day. In the past, the appearance of a students at any time in the school day has been accepted as constituting

attendance for the entire day. No standards for the number of classes attended or the number of hours in class, or even at school, have been used.

The same situtation exists today.

The situation is further aggravated by the diversity found within the student body. The older student and former dropout has a strong feeling about a liberal attendance policy that does not required attendance. The parent of the incoming student, whose child has been successful in the elementary schools on the reservation, looks to the school for an attendance policy that requires the student to be in class or accounted for all the time he is in the school's care.

Some faculty members find it somewhat frustrating to attempt to teach students when attendance is irregular. Still, others can accommodate a more liberal attendance polciy.

There appear to be two diametrically opposed viewpoints on what the attendance policy is or should be for those students enrolled at Wyoming Indian High School. This dichotomy of positions will not be easily resolved because of the existing differences within the student body. It is a problem that must be resolved soon because of the implications that it has for quality education.

It is recommended that the administration and board of trustees meet with parents, community members, students, and faculty to hear the views of those involved and concerned on the issue of school attendance and then adopt a policy that will incorporate those points of view. There is a proposed attendance policy contained in the draft of policies prepared for school board consideration that might serve as a basis for a policy. Such a policy should have input from local patrons before final adoption, however.

An educational program geared to the needs and abilities of Wind River Indian students cannot be developed unless the staff is aware of what the needs are and what stage of educational development the student has reached. There does not appear to be a systematic program designed to assess the level of educational achievement. The assignment of course work at the appropriate level of difficulty will not be possible or, at best, left to chance unless some concerted effort is made to ascertain the performance level of the student and plan his or her program from that point.

Information must be collected so that courses can be planned which will fill the needs of the students. This information must include data on the educational background of the students and their attitudinal and social needs. With continued emphasis on the student who has dropped out of school, information must be gathered that will indicate why the student chose to leave school. Plans for vocational training must depend on information about what jobs the students can become qualified for, and what jobs will be available. Plans for the educational program depend on how well entering and continuing students can read and compute, what information they will need to succeed in school or beyond, and what interests they have. If it is determined that certain social problems such as poor nutrition, alcoholism, or poverty affects school performance, then information must be gathered about who suffers from these problems and what can be done about them. Program planning cannot go forward without this basis of fact upon which to make wise, rational decisions.

Guidance services constitute an integral part of the educational program at Wyoming Indian High School. These services are under the professional direction of a qualified counselor and two community-school

coordinators.

The guidance and testing department at WIHS has three basic responsibilities: (1) to gather information about students which is needed for diagnosis, remediation, and curriculum planning; (2) to gather information about student performance which is needed for program evaluation; and (3) to counsel students about their present and future career plans.

The first two responsibilities involve information gathering. This information has been gathered in a rather spotty fashion simly because no standards had been set for quality or quantity of information needed.

To strengthen the program area of the counselor's responsibilities, the counselor should:

1. Determine, with the staff, what information is needed to make wise decisions about a student's educational needs, achievement levels, and educational placement.

2. Design a means and maintain records that will facilitate information collection through the use of questionnaires, interviews, or existing records on previous school history, attendance, health, and social factors.

3. Establish and be responsible for a testing program that will elicit diagnostic, prescriptive information as well as achievement level information. The program should also provide information for future program development.

4. Develop a program that will involve some group guidance techniques that can be used as a counseling measure to seek information (testing), provide guidance on future educational goals (scheduling or scholarships), or to improve the student's self image.

The third phase of the counseling program--that of counseling students--seems to be the best developed segment of the guidance department. The counselor seems to have developed excellent rapport with the students and faculty. Students feel they can go to the counselor. Teachers, too, feel they can seek help from the counseling office.

The two community-school workers serve a counseling function although theirs is more an attendance function. The counseling they do is more directive in nature and effective with some students. They should serve as an important communications link between the home and the school. Greater use should be made of these two capable individuals.

Teachers are to notify the counseling office of prolonged absence or irregular attendance that is causing educational difficulty. The counseling office is then charged with the responsibility of contacting the student to work out a means of correcting the problem. While attendance is not a function normally assigned to the guidance office, follow-up on irregular attendance and the attendant educational problems is, and correction of these problems whether they be attitudinal, social, or education, should be pursued with great vigor.

THE SCHOOL PROGRAM

The school program should function through learning experiences and instructional materials designed to provide learning experiences that meet not only the general needs, but also the specialized needs related to the unique abilities, interests, and expectations of each individual.

Instructional activities should be planned which develop knowledge, understanding, attitudes, ideals, habits, and skills that are appropriate. All teachers should make provisions for individual differences among students. Students should be encouraged to assume as much responsibility for advancing their own learning as their maturity permits.

The Wyoming Indian High School currently offers 30 different courses (Appendix C) providing instruction in mathematics (4 courses), sciences (2 courses), home economics (3 courses), language arts (4 courses),

art (2 courses), native American studies (2 courses), social studies (3 courses), business (4 courses), shop (2 courses), and physical education (2 courses). While the program represents a basic curriculum, several considerations must be given attention if the high school is to have a comprehensive program and if students are to be provided a more complete education--education that will prepare them for entry into college or other advanced education or entry in to the world of work, either on or off the reservation.

The educational program should foster at least two major pathways to a diploma. One pathway should be an open entry-open exit type of curriculum for older students who find that regular, formal,school attendance is impossible. A second pathway of a more formal type of instructional pattern should be provided for younger students and other students who desire this pattern of instruction.

Obviously, it will take a Herculean effort for the two programs to exist side by side. Both paths should require the development of individualized instructional programs based on clearly defined goals, with written performance objectives and criterion referenced testing and evaluation.

If the school is to continue to serve two distinct student bodies, the performance based educational program is essential for the student who finds regular attendance to be a problem. For this program to succeed, program objectives must be developed, individual learning packets must be developed (being ever mindful of the student's already developed reading skills handicaps), and a means of continual evaluation through criterion referenced testing. There must also be some insistence on evidence of continuous progress toward completion of the educational program and satisfactory achievement that will lead to the

attainment of a diploma.

A student in the program must be able to demonstrate certain proficiencies before he or she receives credit for the completion of a course. The development program for these required competencies should be a first priority of business for the staff. A program for the former dropout cannot proceed without an individualized program that will permit a student to advance at his own rate while, at the same time, requiring the maintenance of some standards of educational excellence.

This task implies an organized effort on the part of both the administration and faculty. Such a developmental project cannot proceed willy-nilly, but rather requires strong direction which will lead to performance objectives, developmental materials, and performance testing. It also requires support, encouragement, and perhaps even incentives which will foster the development.

The administration becomes the key to this type of curricular development. The teacher and the community are equally as important and should be involved in the development.

An organized program of curricular development that will lead to performance based objectives, with criterion referenced tests for education, should be undertaken. The task should be an on-going program with a target date for completion of Phase I--the development of performance based objectives, materials for individualized learning, and evaluative materials--no later than the end of the 1973-74 school year. Phase II should include implementation, testing and modification of materials during the 1974-75 school year, together with the development of performance based materials for new programs.

There are some specialized curriculum considerations that need

attention very soon. They are listed here with no particular attention to order of priority, for each recommendation is of particular worth and should be considered as having equal urgency.

1. Develop a program of individualized instruction with a viable approach to objectives and measures.

2. Develop a remedial program that deals with the improvement of reading and arithmentic skills. This effort should involve every member of the staff.

3. Provide special consideration to the special education student.

4. Develop a systematic testing program--the program need not be based on standardized tests, but rather be a criterion reference testing program. Find out where students are in their current stage of educational development and base the educational program on that factor.

5. Advanced or older students should be transported to Central Wyoming College for varied time blocks of instruction and to take advantage of programs not offered by Wyoming Indian High School

6. The school should become a community school and offer adult education programs for both credit and non-credit. Some of the programs may be avocational in nature or they may be academic.

7. Consideration should be given to adding music, additional vocational courses, driver education, and other programs to the curriculum The need to provide additional courses should be predicated upon a good needs assessment program that will provide information about what a student should be able to do upon completion of a high school program and what courses will lead to those competencies.

8. The cooperative education program needs to be expanded. The distributive education program is all being done at Fort Washakie and

is mostly office practice although one student is involved in a laboratory experience at the public health office. The need exists to expand into other on-th-job experiences, both on and off the reservation.

9. A decision needs to be made about how the native American studies program will be credited. The combination of Arapahoe or Shoshone language with Indian culture and government raises the question about whether the class is to be considered a language class, a social studies class, or both.

10. The media center should be developed to a greater extent The media center is the heart of an educational program. This becomes abundantly clear as a school moves toward individualized programs and the need for an adequate center becomes ever more urgent. The school should strive to achieve a library collection of 2,500 books. At the same time, provisions should be made for an adequate collection of records, maps, cassette tapes, paintings, and other audio-visual materials.

11. While the major thrust should be on the development of individualized content area objectives, teachers should maintain interest in objectives that relate to much of the traditional in teaching for much teaching will continue to be done with both small and large groups.

12. Develop a program of homebound instruction.

13. Continuous evaluation of the curriculum is needed to determine the degree to which the instructional objectives are being achieved, as

well as the appropriateness of the curriculum design. The procedures for developing improvements in the curriculum should be flexible and should encourage change and innovation where appropriate. Professional leadership, total faculty involvement, and adequate material resources will assure a commitment to continuous evaluation on improvement of the curriculum.

FACILITIES

The educational program of the Wyoming Indian High School is currently housed in facilities belonging to the Episcopal Mission, the old and new community center building, and a metal building which houses the shop facility. The facilities must be rated on a continuum from poor to very good.

This is not meant to detract from the buildings themselves. As so often happens, when a facility constructed for some other purpose is used for an educational facility, the result is less than optimal. Staff members have made the best of the situation and morale continues high despite some concerns about buildings that are old and difficult to heat or streets that turn to seas of soupy mud.

The WREA is currently in a building program with construction underway on a 12,000 square foot building that will house 90-100 students. The building is scheduled for completion in July, 1973, but will be inadequate to house projected enrollment at that time.

The new structure will contain a large resource center which will also be used for instruction in language arts and social studies. Three large rooms are also included for the instruction of business subjects, home economics, and a combination laboratory-lecture room for science instruction. There is a small art room and an area for shop instruction.

The Indian culture classroom is equipped for extensive use of audio equipment.

Facilities are also provided for a guidance office, teachers' workroom, and the administrative offices in the new metal building.

If the projected increase in enrollment occurs, the new building will not be of sufficient size to meet instructional needs. The four classrooms in the new community center, currently being used by the school, will be reactivated once again.

The classrooms greatly enhance the educational program. At the same time, they pose some problems, not the least of which is the distance from the remainder of the campus. The classrooms will not accommodate more than 12-15 students adequately. More than 15 students detracts from the instructional quality.

They gymnasium poses some problems as an educational facility. As a fire trap it rates high--with antiquated electrical wiring and a wheezing, puffing, ancient, and decrepit furnace that operates in an old , highly combustible, wooden building. The building has suffered the infirmities of old age evident in the malfuntioning of the plumbing system which developed as a result of an excessivley lengthy and frigid winter.

If the gymnasium is to be used in the future it should be rewired, the heating system should be replaced, and a sprinkler system installed.

The need for a new facility to replace this structure must be a consideration which should receive some attention in future planning of any building program. A new structure might include a gym that could also serve as a cafeteria-lounge area for students.

Any future building considerations should call for the planning and construction of a vocational structure in keeping with the stated

philosophy of the board of trustees.

Adequate hard surface parking areas and sidewalks are essential if any buildings are to be kept clean. They should receive a high priority.

One of the stated objectives of the school is to develop pride in Indian culture. One of the attributes admired by Indians is a pride in mother earth and a desire not to destroy nor despoil the countryside. Unfortunately, the student using the facilities of Ethete Mission has succeeded in outdoing his Anglo brother in littering the campus with paper, pop bottles and cans, and other trash. He has also proven to be highly adept in the art of graffiti as attested to by the colorful and objectionable writing on restroom walls.

If the Wind River Indian High School is to succeed, the student population must develop some pride in their school. One way this pride is manifested is through student involvement in keeping their facilities clean. It takes little effort on the part of everyone to keep the grounds and buildings free of litter. Garbage receptacles located conveniently around the campus might replace a tree or bush as a collection point for refuse, as a first step.

The absence of writing on walls will be a more difficult task and may not come about until students develop a more positive image of themselves and their school.

In a somewhat related vein, maintenance of facilities must be systematically planned and carried out.

Custodians seem to be fighting a losing battle with mud, snow, and cold weather in the old buildings that are overcrowded with chairs, tables, learning materials, and afflicted with a lack of storage space. They are as inconvenienced in the performance of their duties as is the

teaching staff.

This does not mean that, because of obstacles and some handicaps, they should abdicate their responsibilities. Quite the contrary. They must redouble their efforts. The administration must sit down with the custodial staff and jointly outline the daily, weekly, and monthly routine to be followed in the performance of maintenance duties. This list should include, but is not limited to, the daily sweeping of floors, cleaning toilet bowls and restroom sinks, washing windows, and checking furnaces. The list needs to be rather detailed in the beginning.

It is unrealistic to expect an outstanding performance on the part of the custodial staff without providing some training. It is the exceptional person who will succeed in any task without some help and instruction. The custodial staff has succeeded remarkably well, given the conditions under which they labor. To improve this performance even more, and to increase the chances for success of the maintenance program, the committee recommends that the custodial staff be sent to the Wyoming Custodial School which is conducted annually in Wyoming and will be held in Thermopolis, this year. Central Wyoming College will also offer a custodial school this summer through the MDTA program. This is another in-service avenue that should be explored.

STUDENT ACTIVITIES

The Wyoming Indian High School has developed a commendable list of student activities in a relatively short time. Students may take part in competitive athletics, rodeo club, traditional (Indian) club, pep club, student council, and the student newspaper.

The school has experienced some apathy on the part of students in nearly all activities. They are not unique in this experience, however, as their counterparts in the public schools of the nation are reporting

the same response from the students.

There were some other extenuating circumstances that contributed to an apathetic attitude on the part of students. For example, the Wind River Indian Reservation and all of south and central Wyoming experienced one of the longest, coldest, and most snow filled winters in recorded history. This makes an effective rodeo club, which must rely on outdoor activities, a near disaster. The fact that it survived at all is a tribute to those involved.

The school initiated a program of competitive athletics this past year with boys' teams competing in both football and basketball and the girls' team engaged in basketball only. The high school obtained permission from the Wyoming High School Activities Association to play member schools. A full nine-game football schedule is assured for the coming season. When the school becomes fully accredited, membership in WHSAA seems assured. This act will provide the added dimension of tournament play for the athletic teams.

Continued efforts should be expended to strengthen the activity program. Students whould be encouraged to participate in any activity.

Other areas of student activity such as music, speech, and drama, should be considered for inclusion in the program as need and interest develop. However, caution should be exercised to prevent the indiscriminate proliferation of clubs or activities that will compete for students' time or that will weaken existing activities. They should be added only when there is a strongly felt need.

AUXILIARY SERVICES

Those people who provide auxiliary services to the school are an integral part of the overall education program. Without them the entire process would come to a grinding halt, or at least weakened, or

perhaps temporarily paralyzed.

Every cook, custodian, bus driver, teacher aide, secretary, or home-school coordinator is deserving of praise. They contribute much to the success of the operation of the school.

This is not to imply that there are not areas in which improvements could be made. These recommendations will be presented in the text which follows, just as recommendations for the improvement of custodial servicewere presented earlier.

Food Service: The contract with the BIA calls for the provision of a free breakfast to every child attending WIHS. This service has been provided faithfully although student participation has not been as high as was anticipated. The breakfast segment of the food service program remains an important aspect of the entire program for some children.

It is recommended that this program be retained with efforts made to increase pupil participation.

The preparation of food in large quantities is a difficult task which requires special training. Nor is food preparation the only consideration needing attention in a school lunchroom. The problems of preparing nutritional menus, ordering supplies, storage, and lunchroom management are all matters desrving of some assistance where available.

It is recommended that the food service personnel attend the school lunchroom managers and cooks workshop sponsored by the Wyoming State Department of Education. This in-service program should be most beneficial.

One of the ways to reduce cost of meals served in the school lunchroom is through participation in the USDA commodities program. The administrative team should investigate the possibility of increased

participation in this program. It may be possible that the school can become a direct participant rather than receiving only unused commodities available from other schools in the area.

The lunchroom should be utilized for students and association employees only. The lunchroom should not be used to feed the general public. That is, guests should be welcomed, in fact encouraged, to eat at the lunchroom, but it should not become a free (or even paid) public eating establishment.

Teacher Aides:

The school employs teacher aides to assist the professional staff in the performance of their duties. If these aides are to be effective they, too, must have training that will enable them to be of assistance in the educative process. It is the responsibility of the teacher as well as the school to see that aides are prepared and utilized as efficiently as possible.

The evaluation team recommends five steps to improve the quality of the work performed by teacher aides.

1. The school should determine the qualifications it desires in its teacher aides just as it establishes criterion for the selection of teachers. They should seek to employ the best qualified persons available, based on the level of educational achievement, empathy for students, ability to work well with others, willingness to work, flexibility, innovativeness, and other qualities as determined by the staff.

2. The school must develop job descriptions and well defined areas of responsibility for the teacher aides. This should be done with the cooperation of the teachers, the aides, and the administrative team.

3. Schedules and standards for the performance of duties should also be prepared jointly by staff and administration. This recommendation also implies, in fact requires, an adequate program of supervision of teacher aides by both teachers and administrators.

4. If teacher aides are to be successful in assisting classroom teachers, they must have an adequate training program. This program should begin before school begins in the fall and continue throughout the year. Aides will only be as effective as the teacher they are

working with will allow them to be. Teachers need training in the effective use of aides. They, too, should be involved in the teacher-aide in-service program.

Home-School Coordinators: The home-school coordinators serve a tri-partite role. They act as attendance officers to assure the best possible attendance by students. Their second function is that of guidance. Even though they do not have formalized training in this area, it should be recognized that they do perform this function as they go about their duties. The third area of responsibility is that of public relations sincetheir contacts with the community provide them with an opportunity to tell the schools story and to bring back to the school the concerns of the community.

If they are to function effectively they need some of the same helps recommended for teacher aides. Their needs are somewhat special, too. For example, the attendance policy must be clarified if they are to have any chance of success with the truant student. Their job expectations, duties, and responsibilities must be clearly defined through clear, concise job descriptions.

If they are to function in any capacity in a guidance role--and it appears that they must, unless the attendance function is to become clearly enforcement and regulatory in nature--then they must be provided with an in-service program that is designed to improve the chances for success with this responsibility.

A well defined supervisory program must be established by the administrative team based on the job description. This supervisory role should be viewed as an opportunity to provide a means for strengthening the home-school coordinator's role.

While improving the effectiveness of the home-school program, a supervision program should also maintain high standards of excellence

for the performance of home-school coordinators' responsibilities.

Transportation Service: Wyoming Indian High School operates a rather extensive transportation system on the reservation. Because of the size of the student body, it is possible to provide transportation for all students utilizing small buses. However, if the enrollment expands, as predicted, it will be necessary to consider purchase of larger buses to accommodate the expanded student boy. On the other hand, if additional students fail to materialize, it seems foolish to expend money, needed for program development, for transportation equipment. Both alternatives must be weighed carefully before any decision to purchase additional equipment is made.

Little has been done to provide an adequate training program for bus drivers. A planned program should be initiated and required for all drivers as a condition of employment. The program should include the defensive driving course, highway safety, first aid, record keeping, and preventive maintenance. Every driver should have a physical examination before he or she is permitted to drive.

Attendance at school is a problem. The school should consider the possibility of picking up students at their door rather than on the highway, as a step in improving attendance. However, this action must be weighed carefully since it will undoubtedly increase the length of the bus route by many minutes and will also cause additional wear on buses necessitating earlier replacement. Such a plan will be more expensive, both in terms of money and time. It also inhibits the use of large passenger buses for this purpose and may necessitate the purchase of additional smaller buses. The results in improved attendance may or may not make the extra effor worthwhile.

Health Services: The school does not have a first aid or sick room

facility and no regular school nurse is available. Whenever a child becomes ill at school he has no place to lie down until arrangements can be made to have him taken home or to a doctor.

Clarification of the relationships, if any, between the school and the public health service should be made as soon as possible. If it is determined that the school is eligible to receive assistance from this source, a plan to utilize these services thould be initiated. On the ohter hand, if it is determined that the school is not eligible for public health service assitance then steps should be initiated to obtain the services of a school nurse on a part-time basis.

Failing in either of the above suggested alternatives, steps should be taken to assure that at least one or two members of the staff receive some training in first aid and that will enable them to provide assistance in emergencies. Plans should also be made to secure a sick room facility that can be used as a place for students who become ill to lie down until further arrangements for their care can be made.

Student records should include some indication of the general health of the student. There should be an indication of any special physical or medical problems that a student may have and all teachers should be made aware of these problems.

All students enrolled in a physical education course should have a physical examination. This practice will uncover physical deficiencies which may limit a student's activities and thus prevent further physical impairment. It may also serve to reduce the teachers' and the school's liability in case of some unforeseen physical difficulty.

Secretarial Services: The central administrative office is served by a competent and efficient secretarial staff. They enhance the operation

of the school and greatly facilitate the activites of the administrative team.

Job descriptions should be prepared for the secretarial staff including the school business manager or bookkeeper. Once these descriptions have been completed, a careful analysis of the work activities of the present staff should be made. It may be found that the administrative office is overstaffed or that job responsibilites can be consolidated, shifted, or expanded to include additional duties. It may be possible to assign secretarial help to the teacher aides. Every effort should be made to assure the best possible utilization of the secretarial staff.

Some time should be devoted to in-service training for both members of the secretarial staff and the accountant. With Wyoming adopting a new form of accounting a system should be considered which might follow this format. Regardless of the accounting system adopted, in-service training is essential to insure efficient operation.

In every evaluation report, there remain several recommendations that do not seem to fit in any one of the previous segments. We have reached the point in this report where these must be considered.

A complete inventory of all WREA owned or leased equipment should be made. The inventory is essential for insurance purposes, future program planning, development of an equipment replacement program, and a new supply budget development.

The inventory has many uses and not all are related to financial accounting. The complete inventory should be completed by the time school is dismissed this spring.

The school has made some advançements that will lead to accreditation. School officials have been in contact with representatives of

the North Central Association and the State Department of Education concerning accreditation. It is essential that the school continue to achieve some accredited status for accreditation will mean that the school has reached a level of academic excellence. This step will be most reassuring to members of the community and to other schools receiving transfer students from the Wyoming Indian High School.

The pursuit of accrediation is commendable. Whether the accreditation be realized through NCA, the State Department of Education, or some other means or agency, it is a sought after goal which should be encouraged.

Reorganization of school districts in Wyoming has been mandated since 1969. The process appears to be drawing to a close and may result in a unified school district on the Wind River Indian Reservation. If this comes to pass a new district composed of old elementary districts at Arapahoe, Fort Washakie, and Mill Creek will become one district and will be required to offer, in addition to their K-8 program, a complete high school program.

This action will raise some additional questions concerning the Wyoming Indian High School. Will there be a need for a separate Indian High School supported by BIA funds? Will the present WIHS become the high school for the new district? Many, many more questions will need to be resolved before the reorganization is compleie.

Members of the board of trustees should begin to examine the alternatives that may be theirs to choose from when the reorganization does, in fact, take place. They should be ready with a plan--be ready to take positive action rather than react to some unknown proposal.

SUMMARY

The recommendations of the evaluation team have been spelled out in some detail in the body of this report. They are summarized here for added emphasis and the reader's convenience.

The summary is presented in topical outline form for ease in location of recommendations. No attempt is made to present detailed information regarding recommended actions, here.

I. Goals and Objectives

1. Conduct a needs assessment to develop goals and objectives
2. Continually involve the community in review of philosophy

II. Cultural Awareness Program

1. Increase student enrollment
2. Strengthen native art section
3. Strengthen Traditional Club
4. Use additional community resource people
5. Continue the combined language/culture approach

III. Board of Trustees

1. Develop and adopt written school board policies
2. Clarify the rold of the project director and the director of education
3. Streamline the operation of the board
4. Receive some in-service training in board responsibilities, function, and duties

IV. Administrative Team

1. Clarify the role of the project director and the director of education
2. Write detailed job descriptions
3. Initiate public relations program

V. Professional Staff

1. Seek out and employ the best qualified personnel
2. Provide thorough orientation program
3. Develop a continuous in-service program
4. Induce greater faculty involvement in the community
5. Improve stability and reduce faculty turnover
6. Review the use of staff

VI. Students

1. Clarify the attendance policy
2. Accurate information about students should be collected

VII. Guidance Services

1. Determine what information about students is needed
2. Design and maintain records
3. Establish testing program
4. Develop group counseling activities
5. Make greater use of home-school coordinators in the counseling process

VIII. School Program

1. Develop alternate approaches to a diploma--one traditional, the second based entirely on performance
2. Develop performance objectives
3. Individualize the educational program
4. Develop a means of continual evaluation through criterion referenced testing
5. Establish standards of educational excellence
6. Organize a continuous program of curriculum development
7. Develop a remedial program
8. Provide a program for the special education student
9. Develop a systematic testing program

10. Consider joint or cooperative program with Central Wyoming College for advanced students

11. Add adult education programs to the curriculum

12. Consider the addition of courses in music, driver education, vocational courses, and other courses, as needed

13. Expand the cooperative education program

14. Make a decision as to the method of granting credit in the Native American studies program

15. Develop and expand the educational resources center

16. Continue to use group instruction along with the individualized teaching approach

17. Develop a program of homebound instruction

18. Develop a continuous evaluation program

IX. Facilities

1. Replace wiring and furnace in the gym to make it a safe facility

2. Develop a building program that will project needs into the future

3. Hard surface parking areas and provide sidewalks

X. Student Activities

1. Continue efforts to strengthen existing activity program

2. Consider the addition of activity programs in music, speech, drama, and others as needed

IX. Auxiliary Services

1. Develop job descriptions for all auxiliary personnel

2. Provide an adequate in-service program

3. Provide adequate supervision to maintain standards of excellence in job performance

4. Employ only the best qualified personnel

5. Take action to improve health services

6. Continue breakfast program

7. Maintain student health records

8. Require physical examinations for all students enrolled in physical education courses

9. Develop work schedules for all auxiliary personnel

XII. General Recommendations

1. Inventory all WREA equipment and supplies

2. Continue efforts aimed at accrediation

3. Prepare for reorganization

Many of the recommendations made by the committee are quite obviously interrelated. Implementation of certain recommendations is dependent upon action on other ecommendations. The task is a mammoth one which will require diligent effort on the part of everyone connected with the school. However, the task is not an impossible one.

Nothing that the evaluation team has done will be of any value unless the WREA reviews the recommendations made in this report, considers the appropriateness of the recommendations, and then takes action either to implement or reject.

One final recommendation--perhaps the most important of all--is therefore included in this report. The Wind River Education Association should present a plan for the review and implementation of recommendations to the appropriate BIA office as a follow-up to this report.

The lofty goals of the Wind River Education Association has set for itself are high, indeed. The efforts made to achieve those goals will be worth the price in improved educational opportunity for children.

APPENDIX A

WIND RIVER INDIAN EDUCATION ASSOCIATION, INC.

POLICIES AND PROCEDURES

Philosophy

a. It is the fundamental belief of the Association that students from the Wind River Indian Reservation are entitled to educational opportunities equal to those of other students in the country. The Association considers the essence of equal educational opportunity for Wind River Reservation students to be the opportunity to successfully develop their capacities to their fullest potential and according to their needs and interests so that they may assume the responsibilities of a good citizen, enjoy good health, lead a happy and contented life, be prepared to attend more advanced schools, and be able to contribute to the health and welfare of the community and nation in which they make their homes. Towards these ends, the curriculum of the school must be sufficiently extensive and varied so as to satisfy the need of individual students regardless of their ability, their aptitudes, and their achievements.

b. This Association believes that educational opportunities can only be meaningful if they are offered in a context which takes account of the cultural, linguistic, and social backgrounds of students. In this regard, since it is to be expected that a majority of students in a school run by the Association will be native Americans, the program of the school will include special emphasis on the history, cultures, politics, languages and arts of native America.

c. This Association believes, furthermore, that education is mot effective when it involves those whose interests are mot affected by the program. Thus, the Association believes that parents, students,

teachers, administrators, and members of the Board of Directors should be involved in the life of the school including decision making. In particular, this Association will involve students and parents in the choices presented to students in terms of vocational or academic orientation and of specific courses. To make these choices competently, the Association puts emphasis on the need for qualified, sympathetic, and competent guidance for every student and development of sound administrative leadership, attitudes, understandings, and skills basic to individual development and effective citizenship.

Because the Association considers equal educational opportunities to include the chance to have a well rounded program, and because the Association sees educational value in programs of a non-academic nature as well as those of an academic nature, the curriculum of any school operated by it will provide extra-curricular activities of both an athletic and non-athletic nature.

APPENDIX B

ADMINISTRATIVE RESPONSIBILITIES

	Project Director	Director of Educ.	Both
Formulating Board meeting agenda			X
Formulating the general school budget			X
Formulating monthly finance information sheets			X
Signing payroll vouchers	X		
Writing federal proposals			X
Formulating news releases	X		
Dealing with "outside" education officials			X
Directing the use of education consultants and attorneys			
Directing curriculum planning		X	
Directing class scheduling		X	
Interviewing teachers and making hiring recommendations		X	
Evaluating teachers			X
Disciplining teachers (including "docking of wages")			X
Recommending teacher dismissal			X
Approving teacher travel and/or leaves			X
Directing teacher staff meetings		X	
Interviewing non-teaching personnal and making hiring recommendations			
Evaluating non-teaching personnel			
Disciplining non-teaching personnel (including "docking of wages")			
Approving non-teaching personnel travel and/or leaves			
Directing non-teaching personnel staff meetings			X
Recommending non-teaching personnel dismissals			X
Directing the formulation of student rules		ALL STAFF	
Disciplining students		X	
Formulating a student testing/evaluation program		X	
Conducting general school assemblies			X

APPENDIX B
(continued)

ADMINISTRATIVE RESPONSIBILITIES

	Project Director	Director of Educ.	Both
Planning bus routes			X
Directing bus repair		X	
Directing building or remodeling plans			X
Recommending insurance protection			
Approval of classroom materials and equipment purchases			
Approval of non-educational materials and equipment purchases			

MONDAY - FRIDAY SCHEDULE, _____ SEMESTER - 1972-1973

APPENDIX C

8:30-8:45 Student-Staff Conferences and Coffee (Parish Hall)

	Harding	Thrasher	Ablard	Tisdale	Sonaman	Clair	Shakespeare	Samulski	Myers	Vogelgesang
8:50-9:40	Applied Math 9	Boys PE 4	Foods & Nutrition 5	Creative Reading & Writing 7	Individual Communi-cations 7	Shoshone Language 6	Arapahoe Language 6	World Cultures 3	Supervision of Distributive Education 1	Free 2
9:45-10:50	Advanced Algebra 9	Earth & Physical Science 8	Foods & Nutrition 5	Individual Communi-cations 7	Library Develop-ment	Indian Culture & Govt. 6	Indian Culture & Govt. 6	Journalism 3		Vo-Ag Shop 2
11:00-11:50	Beginning & Advanced Algebra 9	Gen.Biol. and Ecology 8	Child Care & Family Living 5	Individual Communi-cations 7				American History 3	Typing 1	Vo-Ag Shop 2
11:50-12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30-1:30		Gen. Biol. and Ecology 8	4	Girls PE 7	Individual Communi-cations 6	Shoshone Language 6	Arapahoe Language 6		Typing 1	Trade Career Skills Supervised Shop 2
1:40-2:30	Applied Math 9	Boys PE 4	Printing and Drawing 10	Adv.Varied Lang.Arts & Skills 7	Individual Communi-cations 7	Indian Culture & Govt. 6	Indian Culture & Govt. 6	Current American Issues 3	Book-keeping 1	Trade Career Skills Supervised Shop 2
2:40-3:30	Beginning Algebra 9		Clothing Design & Construction 5		Commercial Art 10			American History 3	Office Machines & Office Math 1	Shop

Traditional Club 3:10-3:30, 1st & 3rd Tuesdays (Shakespeare)

Pep Club 12:25-12:45, 2nd & 4th Thursdays (Ablard)

Rodeo Club 3:10-3:30, 1st Friday (Vogelgesang)

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